

# **Improving Teacher Quality State Grants**

## **Request for Proposals**

Cycle-I Higher Education Grant Competition

Missouri Coordinating Board for Higher Education  
Department of Higher Education  
3515 Amazonas Drive  
Jefferson City, Missouri 65109-5717

June 28, 2002

Dear Colleagues:

The Coordinating Board for Higher Education (CBHE) is pleased to provide you with a copy of the Request for Proposals (RFP) (also located at <http://www.cbhe.state.mo.us/Acadafsr/titleIIISAHE.htm>) for the first cycle of the higher education grant competition of the federal Teacher and Principal Quality Training and Recruiting Fund (Title II, Part A, of the No Child Left Behind law) (hereinafter referred to as the *Improving Teacher Quality State Grants*). This competition will award approximately \$1.2 million to eligible partnerships (contingent upon funding by the federal government). An eligible partnership must include at **least** (1) a public or private institution of higher education and the division of the institution that prepares teachers and principals; (2) a school or college of arts and sciences; and (3) a high-need school or school district. (In some institutions of higher education, the teacher preparation unit and the school/college of arts and sciences are organizationally integrated.) Funded partnerships will design and develop professional development projects addressing the needs of K-12 teachers in core academic subjects. The CBHE, in consultation with the Missouri Department of Elementary and Secondary Education (DESE) and the US Department of Education, has decided to strategically target the core academic subjects of mathematics and science.

The *Improving Teacher Quality State Grants* will support high-quality, innovative professional development opportunities that are closely aligned with current state and national reform projects in mathematics and science education. The content-rich curriculum projects should broaden and deepen the subject-matter knowledge of the participants. The leadership skills necessary to provide guidance to teachers in the content area should include knowledge of learning styles/multiple intelligences of both adults and children and awareness of attitudes that might inhibit student improvement.

All would-be project directors and their partners are encouraged to familiarize themselves with the following reports and documents:

- The October 1999 Missouri K-16 Coalition mathematics report, located at <http://www.cbhe.state.mo.us/Acadafsr/k16fd.htm>; this report contains recommendations for DESE, CBHE, and school districts to work together in K-12 teacher preparation and professional development.
- The April 2002 Missouri K-16 Coalition report titled "Achievement Gap Elimination," located at the CBHE web page at <http://www.cbhe.state.mo.us/Publications/taskforce.htm>.
- Missouri's Frameworks for Curriculum Development (for Mathematics and Science), located on DESE's website at <http://www.dese.state.mo.us/programs.html>, as well as other mathematics and science initiatives. You may also contact DESE's mathematics consultant, Dr. Wesley Bird, and the science consultant, Ms. Valerie Nelson.
- American Association for the Advancement of Science: *Atlas of Science Literacy*, 2001.
- National Council of Teachers of Mathematics: *Principles and Standards for School Mathematics*, 2000.
- National Science Teachers Association: NSTA Pathways to the Science Standards: Guides for Moving the Vision into Practice, High School Edition, 1996; Elementary School Edition, 1997; Middle School Edition, 1998.
- The Eisenhower National Clearinghouse (ENC) has national and state standards and frameworks documents for mathematics and science education on their website at <http://www.enc.org/professional/standards/>.

In addition, projects that contain the following elements are particularly encouraged: 1) proposals that demonstrate collaborative partnerships between two-year and four-year institutions, where all institutional partners play major roles, and 2) professional development activities designed to work with school (building) teams or school-district teams of teachers.

## **Key Characteristics of a Successful *Improving Teacher Quality State Grants* Proposal**

Key characteristics of a successful *Improving Teacher Quality State Grants* proposal include the following:

- The proposal should fit the ideal professional development model by providing
  - Close adherence to specified proposal content and format guidelines, and
  - A high level of involvement by teams of teachers in planning the project.
- The goal of the proposed project should be clear, as evidenced by
  - A small set of carefully chosen measurable objectives,
  - Activities that are clearly related to the objectives,
  - An evaluation process that is tightly linked to the objectives, and
  - Clear and concise writing.

## **Title II Grant Technical Assistance Workshop**

A CBHE *Improving Teacher Quality State Grants* technical assistance workshop has been scheduled for Friday, September 13, 2002, in Jefferson City at the CBHE offices. Please check the CBHE Title II Higher Education Grants webpage in August 2002 for details regarding this meeting. If you plan to attend, please RSVP to Ms. Sue Goedde (Administrative Assistant for Academic Affairs, CBHE) at 573-751-1798 no later than Tuesday, September 10, 2002.

## **Calendar of Events for the *Improving Teacher Quality State Grants* Activities**

<b>Date</b>	<b>Event</b>
Tuesday, September 10, 2002	RSVP deadline for grant workshop
Friday, September 13, 2002	Grant technical assistance workshop, 9:30 a.m. – 2:00 p.m.
Friday, December 3, 2002	Postmark deadline for proposals
Monday, February 3, 2003	Approximate date for awards notification
Wednesday, October 15, 2003	Preliminary reports due
Wednesday, June 30, 2004	End-date for project activities requiring funds from the grant
Monday, Friday, July 30, 2004	Final report due
Monday, August 15, 2004	Final reimbursement requests due

Thank you for your interest in providing quality professional development opportunities for teachers in Missouri. Please contact me at any time if you have questions or comments regarding this program. I am excited to have the opportunity to work with you as we continue to seek ways to improve education for our citizens.

Sincerely,

*Cleopas T. Samudzi*

Cleopas T. Samudzi, Ph.D.  
Senior Associate for Academic Affairs and Planning  
CBHE *Improving Teacher Quality State Grants*, Higher Education Program Coordinator  
Telephone: (573) 751-1790 or e-mail [cleo.samudzi@mocbhe.gov](mailto:cleo.samudzi@mocbhe.gov)

# Missouri Department of Higher Education

## Title II, Part A, No Child Left Behind; Teacher and Principal Quality Training and Recruiting Fund (referred to as the *Improving Teacher Quality State Grants*)

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*(Underlined terms throughout the text are defined in section 10 of this RFP)*

## 1. Background Information

The "Leave No Child Behind Act," which reauthorizes the Elementary and Secondary Education Act (ESEA), was signed into law in January 2002. Title II, Part A, Teacher and Principal Quality Training and Recruiting Fund (hereinafter referred to as the *Improving Teacher Quality State Grants*), replaced the Eisenhower Professional Development Program. The *Improving Teacher Quality State Grants* authorizes appropriations (\$2.85 billion in FY2002) for grants to states for these purposes:

- 95% of the funds will be allocated to local school districts, by formula, to support activities related to teacher and principal quality;
- 2.5% is allocated to state education agencies (SEAs) for a variety of purposes; and
- 2.5% is allocated to state agencies for higher education (SAHEs) for competitive grants supporting professional development activities in core academic subjects.

The purpose of Title II is to provide grants to SEAs, local education agencies (LEAs), SAHEs, and eligible partnerships to:

- increase student academic achievement through such strategies as improving teacher and principal quality and to increase the number of highly qualified teachers in the classroom and highly qualified principals and assistant principals in schools;
- hold LEAs and schools accountable for improvements in student academic achievement; and
- hold LEAs and schools accountable so that all that teach core academic subjects in public elementary schools and secondary schools are highly qualified.

In the current Cycle-I Higher Education Grant competition, the CBHE anticipates awarding approximately \$1.2 million to eligible participants from Missouri's colleges, universities, and local education agencies. In keeping with Missouri's consolidated state plan for the use of federal education funds, the CBHE (in collaboration with the Department of Elementary and Secondary Education) has made a strategic decision to use the CBHE/SAHE grant funds to provide professional development for K-12 teachers in the core academic subjects of mathematics and science.

## 2. Scope of the CBHE Improving Teacher Quality State Grants

### 2.1 Availability and Duration of Funding:

- Approximately \$1,200,000 will be available for grant distribution on a competitive basis.
- The amount awarded per project proposal is expected to be in the range between \$100,000 and \$125,000.
- Funds will be awarded to worthy proposals to begin project activities in early February 2003 and to finish at the end of June 2004.
- Although projects will be funded on a year-to-year basis, project directors are encouraged to design projects with multi-year funding (1-3 years) in mind.

### 2.2 Participants and Time Commitment:

- Each project proposal is expected to serve a minimum of 30 participants.
- It is expected that summer activities will last 10-16 days and academic-year workshops will take 4-10 days, for a total of 18-20 days of professional development. One professional development day is expected to last six (6) hours. The project activities may be in the form of a course taught in a classroom setting and/or job-embedded format, with optional graduate credit awarded.

University project staff should provide additional support at participating school sites during the academic year.

### 2.3 Prospective Number of Projects to be Funded in February 2003:

Approximate total number of projects to be funded .....	9-12
Mathematics Projects. ....	4-6
Science Projects.....	4-6

### 2.4 Possible Origins of Proposals:

Proposals may emanate from diverse disciplines, including colleges of education and/or departments of mathematics, biological sciences, physical sciences, and earth/environmental sciences. Innovative proposals targeted at focused grade levels and based on the identified needs of specific K-12 schools (especially low-performing schools) are encouraged.

## 3. Eligibility, Partnerships, and Participation

Funding from the CBHE *Improving Teacher Quality State Grants* will be awarded competitively to eligible partnerships. An eligible partnership must include at **least** (1) a public or private institution of higher education and the division of the institution that prepares teachers and/or principals; (2) a school or college of arts and sciences; and (3) a high-need school or school district. In some institutions of higher education, the teacher preparation unit and the school/college of arts and sciences are organizationally integrated. The lead applicant may originate from one of these partners. (The responsibilities of the lead applicant are outline in section 8.1 of this RFP.) An eligible partnership shall use the funds made available through these competitive grants for professional development activities in core academic subjects (in this case, mathematics and science) to ensure that teachers, highly qualified paraprofessionals, and, if appropriate, principals have subject-matter knowledge in the academic subjects that the teachers teach. Private K-12 schools, charter schools, and their school teachers/principals are also encouraged to participate.

An institution of higher education (college or university) is eligible to be a partner if (1) it is accredited by the Higher Learning Commission of the North Central Association (formerly known as NCA); (2) it is chartered in Missouri; (3) it has its principal campus in Missouri; and (4) the proposed project will have a faculty member with expertise in science, mathematics, or mathematics/science education as a project director or one of the project directors.

No individual may play a major role in more than one submitted proposal; however, an eligible institution of higher education may be a partner or a lead institution on more than one proposal. An eligible K-12 school or school district may be a partner in two grant applications provided one is in mathematics and the other is in science. The Commissioner for Higher Education will resolve cases of ambiguity regarding eligibility and participation.

Funds for the partnerships are to be used by the colleges/universities, districts, and/or local schools to:

- 1) Plan and provide professional development that
  - is designed to meet the specific needs of the partner K-12 schools,
  - includes intensive, school-based, job-embedded follow-up, and
  - spans an 17-month period beginning February 3, 2003, and extending to June 30, 2004.

- 2) Provide professional development in mathematics and science to ensure that K-12 teachers and other paraprofessionals have subject-matter and technology knowledge and that principals have instructional leadership skills (proposals for offering professional development in instructional leadership to principals and other K-12 school administrators are also encouraged);
- 3) Support teachers in the implementation of standards-based instructional practices; and
- 4) Develop materials in collaboration with the program participants that can be used to support/improve teaching and learning.

While funding is only for one year, the partnership proposal should be written with possible multi-year funding in mind, as several studies conducted during the last decade have suggested that ongoing professional development experiences can have a substantial, positive influence on both teachers' classroom practice and student achievement. Recent studies have begun to examine the importance of specific characteristics of professional development. For example, a number of recent studies suggest that the duration of professional development is related to the depth of positive teacher change (Shields, Marsh, & Adelman, 1998; Weiss, Montgomery, Ridgway, & Bond, 1998). Research on teacher learning shows that successful professional development shares several core features: (1) ongoing collaboration of teachers (measured in years) for purposes of planning ; (2) the explicit goal of improving students' achievement of clear learning goals; (3) professional development that is anchored by attention to students' thinking, the curriculum, and pedagogy; and (4) access to alternative ideas and methods, with opportunities to observe these in action and to reflect on the reasons for their effectiveness (Hiebert, 1999, p.15). Project proposals submitted to CBHE should indicate, in the project design, how these core features will be addressed.

While content-rich, the proposed projects should model standards-based curricula as well as instructional and assessment practices, in keeping with state and national standards. The content-rich curriculum should broaden and deepen the subject-matter knowledge of the participants. The leadership skills necessary to provide guidance to teachers in the content area should include knowledge of learning styles/multiple intelligences of both adults and children and knowledge of attitudes that might inhibit change. One of the expected products of the project are teaching modules, mapped to Missouri content standards and the grade-level expectations at each of the appropriate grade levels taught by teachers in the project. Projects should equip participants with the skills and abilities to serve **all** students and to raise the performance of **all** students. Consideration will be given to projects that are designed to enhance the capacity for long-term sustainable growth and reform in these areas. The projects should help to chart new directions for professional development in schools, recognizing that teachers will not be able to meet the goals of reform without strong support. The project design should also foster school-building teams or school-district teams of teachers, principals, and paraprofessionals who will work together for support-team purposes throughout the year.

#### **4. Proposal Format and Content Guidelines**

Proposals should follow the format outlined below, including all **numbered** and **lettered** headings. **All pages should be numbered.** Proposals that do not follow the format and content guidelines describe below will NOT be reviewed and/or funded. Required forms are provided in the back of this booklet.

- I. Cover Page** (form provided)
- II. Project Abstract** (form provided)
- III. Table of Contents**

#### IV. Proposal Narrative

The proposal narrative should include the following **lettered headings** in the order given below. Assume that not all reviewers are from the same discipline and, therefore, avoid jargon. **The narrative should be double-spaced (12-point) and should not exceed ten pages in length on standard 8½ x 11-inch paper, with 1-inch margins.** References/citations are included in the ten-page limit. The narrative should not provide an analysis of national needs in mathematics or science education; it is understood that both authors and reviewers have extensive familiarity with these issues. Be sure to address each topic listed below.

##### A. Establishing Data-Driven Needs:

- Describe the needs of the schools/school districts chosen to participate in this project. How were the needs determined? Present and discuss data showing student performance, out-of-field teachers, lack of enough qualified teachers, etc. Describe how these needs were used to establish the curriculum for the project and the targeted grade levels.
- Describe the sequence of the content to be taught during the project and how the content correlates to Missouri or national standards.

##### B. Project Goals and Measurable Objectives:

- Provide a numbered list of the project's objectives. These objectives should be specific, clearly stated, achievable, and measurable; a total of no more than four to six objectives is desirable.
- Are the objectives linked to other state goals such as the Missouri's K-16 Coalition's recommendations, the Missouri standards, or the specific DESE mathematics and science objectives and/or initiatives?
- Discuss the competencies to be acquired and shared by participants as a result of what is learned and shared in the project.

##### C. Description of Activities:

- Explain the proposed project activities and indicate how they fulfill the project's objectives. Refer to the objectives by number.
- Describe the subject content and pedagogical skills to be covered.
- Provide a tentative activity schedule for the summer, indicating the number of contact hours; also include a tentative schedule for the follow-up meetings during the academic year. Activities must occur between February 3, 2003, and June 30, 2004.
- Describe the standards-based curriculum module(s) to be developed during the project. How will each be developed, field tested, and revised before final submission? Have the assessment tools been incorporated into the modules? (These curriculum products will ensure ease of implementation when the teacher participants return to their schools.)

##### D. Evaluation Plan:

Referring to each objective by number, explain how you will evaluate the success of the project in achieving its objectives. Explain how you will assess the impact of the project on the classroom accomplishments of students in mathematics or science in the school year following the project. It is extremely important to show the linkage between the professional development provided by the award recipient and the changes in the teachers' knowledge and practices, classroom instruction, student performances, and changes in school culture. Grantees must use an outside evaluator to assess the quality of their professional development activities. The outside evaluator must be qualified and impartial; a résumé and rationale for selection of the evaluator must be included in **Appendix 1**. It is highly recommended that an



evaluator be involved in the planning stages of the project. (Although the evaluation will be performed by an outside individual, a description of the assessment strategy is expected in the proposal.)

**E. Dissemination:**

**Locally:** Explain how information about the project will be shared with other teachers within the participants' schools and/or other schools within the district(s).

**Regionally:** Explain how project results that are useful to other teachers will be made available on a statewide basis. Project directors are urged to share useful information from their projects at meetings of one of Missouri's mathematics or science teachers' professional organizations. The CBHE *Improving Teacher Quality State Grants* will not support out-of-state travel for dissemination purposes; however, project personnel and others are encouraged to locate other funds to support trips to national meetings for dissemination.

**F. Management Plan:**

A well-conceived management plan is critical to the success of a professional development project. Proposals should address the following regarding the management plan:

- Show that the management plan is well defined. Include timelines, program structure, and the standards-based curricula. Show that the roles and responsibilities of project personnel are clearly delineated and that the key project personnel are well qualified to perform their duties. Include, in **Appendix 2**, the curricula vitae (no more than 2 pages each) for key project personnel.
- The project design should reflect recent scientifically based research on teaching and learning.
- Describe how the appropriate key personnel (both K-12 and higher education) collaborated in the planning of this professional development project and how they plan to cooperate in the implementation of this project. Consider the following questions/issues in making the case for collaborative planning:
  - 1) How did you determine that the proposed project would meet a need of teachers in the local school district(s)?
  - 2) What role(s) did school administrators and teachers play in planning the proposed project?
  - 3) Discuss and provide evidence of collaboration or partnership in the joint development of the proposal. Indicate the way(s) in which the proposal reflects the joint effort of a teacher education program and a mathematics or science department. Please be explicit in describing any joint-effort assertions. Include letters of collaboration/cooperation/support where necessary. (Please include this evidence and letters under **Appendix 3**.)
  - 4) Partnerships that include collaborations between two-year and four-year institutions are encouraged and will be awarded extra points during evaluation of the proposals.
- Describe how the needs of low-performing schools, teachers, and/or students from historically underserved populations will be addressed. How will the standards-based curriculum support these needs? Consider the following in making your case:
  - 1) Identify the targeted school(s) or school district(s) and describe the characteristics of the teachers and students at these schools;
  - 2) Describe effective strategies for meeting the needs of teachers and/or students from historically underserved/underrepresented groups; and
  - 3) Discuss how your project design will encourage the interest and achievement of **all** students in mathematics or science.

## V. Appendices

### Appendix 1

The résumé for the outside evaluator and rationale for selection

### Appendix 2

Curricula vitae for key project personnel; document only relevant experiences; résumés should not exceed two pages per person.

### Appendix 3

- (a) Collaborative Planning Document (form provided)
- (b) Signatures of Participating Teachers, Principals, and Others
- (c) Joint-Effort Document (form provided)
- (d) Letters of support or collaboration

### Appendix 4

Certificate of Assurances (form provided)

### Appendix 5

- (a) Proposed Budget Summary (form and instructions provided)
- (b) Budget Justification (Instructions are provided immediately following those for the "Proposed Budget Summary" form.)

### Appendix 6

Brief Summary of Past Project Outcomes; this is applicable only if you previously received funds under the Title II, Part A, of the *Improving Teacher Quality State Grants* from the CBHE.

## 5. Proposal Submission

A complete proposal must include:

- Cover Page (form provided)
- Project Abstract (form/format provided); in addition to submitting a hard copy of the abstract as part of the proposal, it must also be submitted electronically (to [cleo.samudzi@mocbhe.gov](mailto:cleo.samudzi@mocbhe.gov)) by the deadline. The electronic submission must be in Microsoft Word format.
- Ten-page narrative
- Six appendices

Completed proposals must be **postmarked** no later than December 3, 2002. Submit **one** unbound original and **five** stapled copies to:

Coordinating Board for Higher Education  
Attention: Dr. Cleopas T. Samudzi  
Senior Associate for Academic Affairs  
3515 Amazonas Drive  
Jefferson City, MO 65109-5717.

## 6. Review of Proposal

Late or incomplete proposals, proposals for activities not within program guidelines or the appropriate time frame, and proposals from ineligible partnerships are not eligible for funding and will not be reviewed. Proposals will be reviewed, using both quantitative and qualitative criteria, by a panel of qualified representatives of the mathematics and science education fields. Reviewers may be drawn from colleges, universities, schools, state agencies, professional organizations, and/or business and industry. The Commissioner of Higher Education will make the final decision on grant awards on behalf of the Coordinating Board. Table 1 shows an outline for evaluation of the proposals.

**Table 1. An Outline for Quantitative and Qualitative Evaluation of Proposals**

	<b>Elements of the Proposal Evaluated</b>	<b>Points/Rating</b>
Quantitative Evaluation	A. Establishing Data-Driven Needs	10
	B. Project Goals and Measurable Objectives	5
	C. Description of Activities	10
	D. Evaluation Plan	10
	E. Dissemination	5
	F. Management Plan	20
Qualitative Evaluation	Rate the effectiveness of the proposal in presenting a comprehensive plan for a professional development program that will be sufficiently sustained, intensive and of high enough quality to have a lasting and positive impact on teachers' classroom performance.	High Above Average Average Low
	Considering the proposed project as a whole and with a focus on its potential for the improvement of mathematics or science instruction, please rate the overall importance of funding this proposal.	High Above Average Average Low

## 7. Announcement of Awards

Awards will be announced on or about February 3, 2003, and are subject to the availability of federal funds. Decisions regarding the relative merit of competing proposals are considered final, in accord with Federal Register Vol. 54, No. 153, Subpart B, Section 208.11(b)(3)(ii)(B), Rules and Regulations. An institution or partnership with a grievance regarding the awards for this grant cycle must make its intent to appeal known to the CBHE within 14 days of the announcement of awards. Further information concerning the grievance process is available from the CBHE office.

## 8. Grant Administration Regulations

**Notice to all applicants:** Every institution or partnership receiving funds from the CBHE *Improving Teacher Quality State Grants* is required to sign a contract. This contract obligates the project directors and their institutions or partnerships to follow program administration regulations. In all future competitions, a proposal may be screened out prior to the review process if the applicant who previously received funds from this program failed to follow the administrative regulations of the program in an effective manner.

## 8.1 Accounting and Auditing Procedures

When two or more eligible institutions collaborate on a proposal, only one may be designated as the lead institution or custodian of the grant funds. The lead or custodial institution in the partnership is responsible for:

- 1) Administering the grant received through the CBHE *Improving Teacher Quality State Grants*, including continuation grants, through a separate account (shifting funds between two different CBHE *Improving Teacher Quality State Grants* cycles is not permitted);
- 2) Assuming full responsibility for any cost overruns;
- 3) Ensuring that its auditing and accounting procedures comply with OMB Circulars A-122, A-128 and A-133, as applicable;
- 4) Retaining a copy of all related fiscal records for five years after the project's end-date;
- 5) Sending to the CBHE a copy of the complete audit report and any findings for each fiscal year in which grant monies were expended; and
- 6) Complying with all provisions of the Certificate of Assurances submitted with the grant proposal.

## 8.2 Requesting Funds

The award contract will state a start-date and an end-date for the project. Expenditures incurred outside those dates will **not** be reimbursed. Any request for a change in start- or end-date must be submitted **in advance** in writing.

The authorized institutional officer may request reimbursement of funds up to three times by submitting an official "Cycle-I Request for CBHE *Improving Teacher Quality State Grants*" form. The final budget request must be received at the CBHE office within thirty days of the project's end-date. The final one-third of project funds will not be released until the final report for that cycle has been received by CBHE.

## 8.3 Re-Allocating Funds in the Budget

Any changes in the personnel budget must be submitted to the CBHE **in advance** and in writing. However, re-allocations of funds between budget items may be done at the discretion of the project director and the recipient institution/partnership if the amount of funds involved is less than 10% of the total CBHE *Improving Teacher Quality State Grants* budget for the project (10% is the sum of total requests.) All such changes must be tracked and documented in writing to the CBHE prior to the final funds request for the project.

## 8.4 Reporting Requirements

There are two key reports that must be submitted to the CBHE. One is the Preliminary Report, which is submitted by October 15, 2003; the other is the Final Report, which must be submitted to the CBHE within thirty days of the project's end-date, June 30, 2004.

### 1) Program Compliance Audit Checklist

This form, together with the final budget request form, must be submitted by the authorized officer of the lead or custodial institution.

### 2) Preliminary Report

This form, which includes data on all participants in project activities between the initiation of the project (February 3, 2003) and September 30, 2003, is to be submitted no later than

October 15, 2003. The appropriate forms will be made available on the CBHE website. However, project directors are expected to collect the following information on each teacher participant at the beginning of the project: name of participant, name of school, name of school district, grade level, subject (mathematics and/or science) taught by teacher, whether or not the teacher is licensed, highest degree achieved by teacher, number of students in the teacher's classroom for the coming school year, and poverty level of school.

### **3) Final Report**

This narrative report -- typically five to ten pages, plus attachments -- helps document the effectiveness of this program. It should describe the following:

- a) The project activities, including a discussion of any substantive modifications to the original plan;
- b) The degree of success reached in achieving project objectives;
- c) Description of the modules created from the project;
- d) Dissemination of project information (include a copy of any publication that results from the grant);
- e) Data on student achievement associated with, or attributable to, the project; and
- f) Teacher participant data, including the following information for every teacher participant: name of participant, name of school, name of school district, grade level, subject (mathematics and/or science) taught by teacher, whether or not the teacher is licensed, highest degree achieved by teacher, number of students in the teacher's classroom, and poverty level of school.

### **4) External Evaluator's Report**

This report will be due in July 2004. The evaluator will submit a copy of the final report directly to the CBHE program coordinator and another copy to the project director.

## **8.5 Number of Participants**

The minimum number of teacher participants is thirty (30). If the number of participants is less than anticipated, it is expected that participant expenditures for the grant will be reduced accordingly. If the teacher enrollment is at 75 percent or less of the level for which the grant was approved, CBHE approval is required before proceeding with project expenditures and activities.

## **8.6 Grant Personnel**

It is the responsibility of the recipient institution/partnership to notify the CBHE of changes in personnel, particularly at the project director and co-director levels.

## **8.7 Site Visits**

During the time period covered by this award, a site visit from the CBHE Title II Grant Coordinator or another representative of the CBHE may be expected.

## **8.8 Attribution**

Program advertisement brochures, written materials distributed to participants, and all disseminated materials must bear the following acknowledgement (with the appropriate figures/numbers inserted):

“Funds for this project were provided by a grant from the Title II, Part A, of the *Improving Teacher Quality State Grants* administered by the Missouri Coordinating Board for Higher Education. The total costs of the project were financed with \$ \_\_\_\_ (\_\_\_\_%) in federal funds and \$ \_\_\_\_ (\_\_\_\_%) from non-governmental sources.”

## 8.9 Copyrights and Patents

Copyrights, patents, and other proprietary interests resulting from the grant activities are governed by applicable federal regulations and local institutional policies.

## 9. Sample Project Designs

**Sample 1)** A 6th-10th grade life-science project, concentrating on science as inquiry and cellular biology, will consist of twelve days of summer institute for 33 participants (23 in-service teachers, 4 principals, and 6 pre-service teachers) from four schools. The project will continue with six academic-year workshops to be held on weekdays, Saturdays, or at school sites after school through February. Project personnel will visit each school participating in the project (for a total number of 24 hours) during the academic year to work with science teachers on issues such as content, curriculum, instruction, and assessment. Three hours of graduate credit may be earned during this project. In this model, participants will receive a total of 18 six-hour days of instruction. The participating schools will have either a master teacher and/or a team of teachers attending the project and will benefit from four visits by project staff to assist **all** life-science teachers at that school in working to improve instruction.

**Sample 2)** A K-5th grade mathematics project will consist of 15 six-hour days of summer institute, concentrating on *Number and Operations and the Problem Solving Standards* of the Missouri Frameworks and the NCTM Principles and Standards. The project will include five academic-year workshops, one each month (September, October, November, April and May). The summer component of the project will produce a working draft of the activities and lesson plans to complement the content strands for teaching Number and Operations through Problem Solving in an integrated program. The participants will incorporate the working draft into their academic-year classes, reporting on, and fine-tuning the document with each academic-year workshop. To support the goals of increased student learning and teacher knowledge, the project staff will visit the schools during the academic year to observe the classrooms and teaching model lesson and to meet with the school study or content groups periodically on a rotating basis. It is envisioned that higher education (college/university) personnel, through the school visits, will secure a clearer picture of the appropriateness of project content in meeting the project's objectives. Thirty-five teacher/leaders will be participants in this project, and ten pre-service students will be included. Stipends will be partially funded through the *CBHE Improving Teacher Quality State Grants* and partially through matching funds from the district(s) and/or participating school(s). The partial matching funds may be used either for substitute pay or for stipends for additional participants. In this model, participants would receive a total of 20 days of professional development and would receive six hours of graduate credit. (Undergraduate pre-service students may receive undergraduate credit, if appropriate.) The curriculum module(s) or product(s) would be shared with others upon completion of the project.

## 10. Definitions

**Core Academic Subjects:** The term “core academic subjects” means English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, or geography.

**Eligible Partnership:** This term includes a private or public institution of higher education and the division of the institution that prepares teachers and principals; a school of arts and sciences; and a high-need local educational agency. It may include another LEA, a public charter school, an elementary school or secondary school, an educational service agency, a nonprofit educational organization, another institution of higher education, a school of arts and sciences within such an institution, the division of such an institution that prepares teachers and principals, a nonprofit cultural organization, an entity carrying out a pre-kindergarten program, a teacher organization, a principal organization, or a business.

**High-Need School District:** Such a school district either serves no fewer than 10,000 children from families with incomes below the poverty line or has no less than 20 percent of the children served by the district from families with incomes below the poverty line and has either a high percentage of teachers who are not teaching in the academic subjects or grade levels in which they were trained to teach or has a high percentage of teachers with emergency, provisional, or temporary certification or licensing.

**Highly Qualified Paraprofessional:** A paraprofessional with a post-secondary education or demonstrated competence in a field or academic subject for which there is a significant shortage of qualified teachers or who has a minimum of 2 years of experience in a classroom.

**Highly Qualified Teacher:**

- 1) The term “highly qualified teacher,” when used with respect to any public elementary school or secondary school teacher teaching in Missouri, means
  - the teacher has obtained full state certification as a teacher (including certification obtained through alternative routes to certification) or passed the state teacher licensing examination and holds a license to teach in Missouri, except that when the term is used with respect to any teacher teaching in a public charter school, the term means that the teacher meets the certification or licensing requirements set forth in Missouri’s public charter school law; and
  - the teacher has not had certification or licensure requirements waived on an emergency, temporary, or provisional basis.
- 2) When the term “highly qualified teacher” is used with respect to
  - a) An elementary school teacher who is new to the profession, it means that the teacher has met the requirements of paragraph (A) above and
    - holds at least a bachelor's degree and
    - has demonstrated, by passing a rigorous state test, subject knowledge and teaching skills in reading, writing, mathematics, and other areas of the basic elementary school curriculum (which may consist of passing a state-required certification or licensing test(s) reading, writing, mathematics, and other areas of basic elementary school curriculum).
  - b) A middle school or secondary teacher who is new to the profession, it means that the teacher has met the requirements of paragraph (A) above, holds at least a bachelor's

degree, and has demonstrated a high level of competency in each of the academic subjects in which the teacher teaches by:

- passing a rigorous state academic subject test in each of the academic subjects in which the teacher teaches (which may consist of a passing level of performance on a state-required certification or licensing test(s) in each of the academic subjects in which the teacher teaches) or
- successful completion, in each of the academic subjects in which the teacher teaches, of an academic major, a graduate degree, coursework equivalent to an undergraduate academic major, or advanced certification or credentialing.

3) When the term “highly qualified teacher” is used with respect to an elementary, middle, or secondary school teacher who is not new to the profession, it means that the teacher has met the requirements of paragraph (A) above, holds at least a bachelor's degree, and

- has met the applicable standard in the clauses of subparagraph (B), which includes an option for a test or
- demonstrates competence in all the academic subjects in which the teacher teaches, based on a high, objective, uniform state standard of evaluation that
  - a) is set by Missouri for both grade-appropriate, academic, subject-matter knowledge and teaching skills;
  - b) is aligned with challenging state academic-content and student academic-achievement standards and has been developed in consultation with core content specialists, teachers, principals, and school administrators;
  - c) provides objective, coherent information about the teacher's attainment of core content knowledge in the academic subjects in which a teacher teaches;
  - d) is applied uniformly to all teachers in the same academic subject and the same grade level throughout the state;
  - e) takes into consideration, but is not to be based primarily on, the time the teacher has been teaching in the academic subject;
  - f) is made available to the public upon request; and
  - g) may involve multiple objective measures of teacher competency.

**Highly Qualified Charter School Teacher:** A charter school teacher who teaches core academic subjects must comply with all provisions in Missouri’s charter school law regarding certification or licensure requirements. A teacher in a charter school does not have to be licensed or certified by the state if the state does not require such licensure or certification. However, teachers of core academic subjects in charter schools must meet the other requirements that apply to public school teachers, including holding a four-year college degree and demonstrating competence in the subject area in which they teach.

**Low-Performing School:** The term “low-performing school” means an elementary school or secondary school that is identified as needing improvement for failing to make adequate yearly progress in enabling all students to meet academic achievement standards as defined in the state’s own plan for two consecutive years.

**Major Role:** “Major role” is defined as having key responsibilities such as those of a project director, co-director, evaluator, and consultant, or it may also be defined in terms of the amount of money received in compensation from the grant (i.e., an individual may not receive more



than 1% of the total grant request if that individual is participating in more than one grant).

**Out-of-Field Teacher:** This term defines a teacher who is teaching an academic subject or at a grade level for which the teacher is not highly qualified.

**Paraprofessional:** A “paraprofessional” is an individual with instructional duties. Individuals who work solely in non-instructional roles such as food service, cafeteria, playground supervision, personal care services, and non-instructional computer assistance are not considered to be paraprofessionals.

**Principal:** The term “principal” also includes an assistant principal.

**Scientifically Based Research:** The term “scientifically based research”

- 1) means research that involves the application of rigorous, systematic, and objective procedures to obtain reliable and valid knowledge relevant to education activities and programs and
- 2) includes research that
  - employs systematic, empirical methods that draw on observation or experiment;
  - involves rigorous data analyses that are adequate to test the stated hypotheses and justify the general conclusions drawn;
  - relies on measurements or observational methods that provide reliable and valid data across evaluators and observers, across multiple measurements and observations, and across studies by the same or different investigators;
  - is evaluated using experimental or quasi-experimental designs in which individuals, entities, programs, or activities are assigned to different conditions, with appropriate controls to evaluate the effects of the condition of interest and with a preference for random-assignment experiments or other designs to the extent that those designs contain within-condition or across-condition controls;
  - ensures that experimental studies are presented in sufficient detail and clarity to allow for replication or, at a minimum, to offer the opportunity to build systematically on their findings; and
  - has been accepted by a peer-reviewed journal or approved by a panel of independent experts through a comparably rigorous, objective, and scientific review.

**Standards-Based Curriculum:** This term implies the following;

- Expectations for learning are high for **all** students and developmentally appropriate;
- Standards guide **all** classroom decisions;
- The focus is always on student learning;
- Effective instructional practices result in higher levels of achievement for **all** students; and
- Assessment outcomes are used to inform the teacher about the effectiveness of curricular and instructional decisions.

# CBHE Improving Teacher Quality State Grants

## Cover Page

<b>Project Title (not to exceed 20 words):</b>	
1. Name of Applicant Institution or Nonprofit Organization	
2. Project Director	Name Title
	Address Telephone Number
	E-mail Address
	Signature Date
3. Co-Director (if applicable)	Name Title
	Address Telephone Number
	E-mail Address
	Signature Date
4. Does this proposal constitute a continuation of a project previously funded by CBHE through this program? Yes ____ No _____. If yes, please provide a one-page summary containing the previous project's title, goals, activities, and outcomes.	
5. Address and telephone number where project director may be contacted between January 15 & February 8, 2003.	6. To be completed by an Authorized Officer: (Institutional contact; name, address, phone & e-mail)

## **CBHE Improving Teacher Quality State Grants**

### **Project Abstract**

(Not to exceed two pages)

Title of Proposed Project: \_\_\_\_\_

Project Director(s) and Title(s): \_\_\_\_\_

Academic Department(s): \_\_\_\_\_

Lead Institution: \_\_\_\_\_

Partnership(s): \_\_\_\_\_

Grade-level Focus (check all that apply): \_\_\_\_\_Elementary \_\_\_\_\_Middle \_\_\_\_\_High School

Anticipated Number of Participants: \_\_\_\_\_

Number of 6-hour Days in the Summer: \_\_\_\_\_

Number of 6-hour Days in the Academic Year: \_\_\_\_\_

Credit Hours (number) to be Provided: \_\_\_\_\_ Graduate \_\_\_\_\_ CEU \_\_\_\_\_ None

**Objectives of Project (150 words, single-spaced):**

**Summary of Project (250 words, single-spaced):**

**Timeline for Project (200 words, single-spaced):**

## Appendix 3 (a)

### Collaborative Planning Document

The history and nature of the planning process for the proposed project are to be described in the narrative. The purpose of this document is to confirm that the proposal was developed with the active involvement of teachers from the collaborating local school district(s).

Proposal Title: \_\_\_\_\_

Director(s): \_\_\_\_\_

Lead Institution: \_\_\_\_\_

Partnership Members: \_\_\_\_\_

#### **Planning Meetings:** (Additional meetings may be listed on a separate sheet.)

Date: \_\_\_\_\_

Location: \_\_\_\_\_

Agenda: \_\_\_\_\_

Participants: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Date: \_\_\_\_\_

Location: \_\_\_\_\_

Agenda: \_\_\_\_\_

Participants: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Date: \_\_\_\_\_

Location: \_\_\_\_\_

Agenda: \_\_\_\_\_

Participants: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

## Appendix 3 (b)

### Signatures of Participating Teachers, Principals, and Others

My signature below confirms that I have been an active participant in the proposal planning meeting(s) listed above:

Printed Name: \_\_\_\_\_ Signature: \_\_\_\_\_

School District: \_\_\_\_\_ Title: \_\_\_\_\_ Date: \_\_\_\_\_

Printed Name: \_\_\_\_\_ Signature: \_\_\_\_\_

School District: \_\_\_\_\_ Title: \_\_\_\_\_ Date: \_\_\_\_\_

Printed Name: \_\_\_\_\_ Signature: \_\_\_\_\_

School District: \_\_\_\_\_ Title: \_\_\_\_\_ Date: \_\_\_\_\_

Printed Name: \_\_\_\_\_ Signature: \_\_\_\_\_

School District: \_\_\_\_\_ Title: \_\_\_\_\_ Date: \_\_\_\_\_

Printed Name: \_\_\_\_\_ Signature: \_\_\_\_\_

School District: \_\_\_\_\_ Title: \_\_\_\_\_ Date: \_\_\_\_\_

Printed Name: \_\_\_\_\_ Signature: \_\_\_\_\_

School District: \_\_\_\_\_ Title: \_\_\_\_\_ Date: \_\_\_\_\_

Printed Name: \_\_\_\_\_ Signature: \_\_\_\_\_

School District: \_\_\_\_\_ Title: \_\_\_\_\_ Date: \_\_\_\_\_

Printed Name: \_\_\_\_\_ Signature: \_\_\_\_\_

School District: \_\_\_\_\_ Title: \_\_\_\_\_ Date: \_\_\_\_\_

### Signature of District Subject-Area Specialist (if applicable)

Printed Name: \_\_\_\_\_ Signature: \_\_\_\_\_

School District: \_\_\_\_\_ Title: \_\_\_\_\_ Date: \_\_\_\_\_

## Appendix 3 (c)

### Joint-Effort Document

The proposal must reflect a joint effort between (at minimum) a K-12 school, department or college of education, and a department of mathematics or science. This new federal requirement is intended to ensure that the *Improving Teacher Quality State Grants* activities integrate needed teaching skills with substantive content knowledge. (Note: It is generally assumed that a department/college of education is the primary teacher preparation division/unit of a higher education institution. If an institution has a different organizational structure regarding teacher preparation, please provide a brief description for clarity.)

Joint effort can take a number of forms, ranging from informal discussions about the project to full sharing of administrative and instructional responsibilities. For example, it might involve one or more of the following:

- Each unit/partner is made aware of the proposal and is given an opportunity to provide comments.
- Each unit/partner participates in the planning of the project.
- Instructional staff members are drawn from each unit/partner.
- Each unit/partner plays a role in the evaluation of the project.

#### Statement of Joint Effort:

The lead institution hereby provides assurances that this proposal reflects a joint effort between a K-12 school/school district, a department or college of education, and a department of science or mathematics. (If more partners are involved, please provide signatures, titles, and names of representatives of the partners on a separate sheet using the format below.)

#### Representative of the K-12 School or School District:

Signature: \_\_\_\_\_ Printed Name: \_\_\_\_\_

Title: \_\_\_\_\_ Date: \_\_\_\_\_

Department: \_\_\_\_\_

#### Representative of the Department/College of Education:

Signature: \_\_\_\_\_ Printed Name: \_\_\_\_\_

Title: \_\_\_\_\_ Date: \_\_\_\_\_

Department: \_\_\_\_\_

#### Representative of the Department of Mathematics and/or Science:

Signature: \_\_\_\_\_ Printed Name: \_\_\_\_\_

Title: \_\_\_\_\_ Date: \_\_\_\_\_

Department: \_\_\_\_\_

## Appendix 4

### Certificate of Assurances

*To be completed and signed by the chief executive officer of the lead institution*

I hereby provide assurances to the Coordinating Board for Higher Education that if this institution receives a grant under the terms of the CBHE *Improving Teacher Quality State Grants*, it will:

- Conduct the professional development program or teacher education activities as described in this *Request for Proposals*;
- Provide institutional or organizational funding and resources as stated in this *Request for Proposals*;
- Comply with the state requirement to audit the grant-funded program in accordance with OMB Circulars A-122, A-128 or A-133, as appropriate, and, within 60 days of the completion of the audit, to supply the Coordinating Board for Higher Education with a copy of the audit report and any findings for each fiscal year in which those grant monies were expended;
- Keep all records necessary for fiscal and program auditing and give the Missouri Coordinating Board for Higher Education, the federal sponsoring agency, and/or the state auditor, through any authorized representative, access to, and the right to examine, all records, books, papers, or documents related to the grant;
- Retain all fiscal records for a period of five years after the end-date of the grant;
- Comply with all regulations and requirements of the CBHE *Improving Teacher Quality State Grants*;
- Comply with the administrative procedures of the Coordinating Board for Higher Education and of the United States Department of Education;
- Use funds from the CBHE *Improving Teacher Quality State Grants* only to supplement, and not to supplant, funds from non-federal sources;
- Take advantage of opportunities to provide greater access to mathematics and science disciplines by historically underrepresented groups;
- Comply with Title VI of the Civil Rights Act of 1964 (42 U.S.C. 2000(d)), prohibiting employment discrimination where discriminatory practices will result in unequal treatment to persons who are or should be benefiting from the grant-aided activity; and
- Ensure equitable participation of faculty and students from nonpublic schools to the extent feasible.

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Title: \_\_\_\_\_

Institution: \_\_\_\_\_

# CBHE Improving Teacher Quality State Grants

## Instructions for Proposed Budget Summary

This page contains instructions for completing the budget form. A **Budget Justification** is also required; instructions for completing the justification follow on the next page along with the rules on **allowable expenses**. In all cases, expenses must be directly related to the professional development experience for the teachers. All monetary support from the partnership and other sources should be listed on the budget form in the **Matching Funds** column. Please do not write anything in the shaded areas. The partnership is expected to contribute at least 20% of the total budget request in matching funds as a sign of commitment to the project. Matching fund commitments may be in the form of stipends, substitute pay, travel reimbursement, classroom or teacher materials, cash, equipment, personnel time, and/or other expenses provided by the institutions, school systems, industry, individuals, and/or other sources.

### 1. PERSONNEL Costs

- A. Personnel: director(s), additional instructor(s) or peer teacher(s), if any, and support staff should be listed individually. After each name, indicate (in parentheses) the role of that person in the project.
- B. Benefits can be paid only to those individuals who are employees of, and who would normally receive benefits from, the partnership. Please specify the benefit rate.

### 2. ADDITIONAL Personnel Costs

This section is for additional personnel, with different benefit rates from those in (1) above.

### 3. PARTICIPANT Costs

A - D. Include only participant costs in this section. List travel or lodging costs for personnel or consultants under "Additional Costs."

E. If course credit is offered to participants, the institution is expected to waive the fees; there should be no fees to the teachers (i.e., charged to the grant). If necessary, the cost to the institution for transcription management may be recovered by a fee of not more than \$50 total per participant. Such fees would be paid either by the participant or by the local school district.

F. Other costs: These costs should be listed individually in the budget justification. Stipends for teacher participants are permitted. The amounts of these stipends can range from \$10/hour to \$12/hour per participant, depending on a number of circumstances. School districts and/or schools are encouraged to tap local funds for teacher stipends and/or substitute teachers, if needed. Note that the CBHE *Improving Teacher Quality State Grants* cannot be used to provide substitute teachers for participants from non-public schools. Teacher participant stipends may be written into the budget proposal as a line item under this section, e.g., "33 Teacher participants for 17 days @ \$11/hour = \$37,026.00." One professional development day is expected to last six (6) hours.

### 4. ADDITIONAL Costs

This section is for costs other than salaries and participant expenses. Expenses may be lumped into logical categories, but must be itemized and explained in the budget justification.

### 5. TOTAL DIRECT Costs

This is the total of Items 1 through 4.

### 6. ADMINISTRATIVE Costs

Institutions may recover administrative costs up to a maximum of eight percent (8%).

### 7. TOTAL Costs

This is the sum of DIRECT Costs and ADMINISTRATIVE Costs.



# CBHE Improving Teacher Quality State Grants

## Proposed Budget Summary

INSTITUTION:	<b>Matching Funds</b>	<b>Proposed Teacher Quality Grant</b>	<b>For Agency Use Only</b>
FEIN NUMBER:			
PROJECT DIRECTOR:			
1. PERSONNEL (Director(s), Instructor(s), Peer Teacher(s), Support Staff) (List separately with name and title)			
(A) Salaries			
1.			
2.			
3.			
4.			
(B) Fringe Benefits (at approved institutional rate of _____ %)			
2. ADDITIONAL PERSONNEL (at different benefit rate)			
(A) Salaries			
1.			
2.			
(B) Fringe Benefits (at approved institutional rate of _____ %)			
<b>TOTAL PERSONNEL COSTS</b>			
3. PARTICIPANT Costs (Materials, Books, Travel, etc.)			
A. Materials			
B. Books			
C. Travel			
D. Room and Board			
E. Fees			
F. Other			
<b>TOTAL PARTICIPANT COSTS</b>			
4. ADDITIONAL Costs (List individually and provide narrative detail)			
A.			
B.			
C.			
D.			
E.			
F.			
<b>TOTAL ADDITIONAL COSTS</b>			
5. TOTAL DIRECT COSTS (Sum of Items 1-4)			
6. FACILITIES and ADMINISTRATIVE COSTS (@ Maximum rate of 8% of Item 5)			
7. TOTAL COSTS (Sum of Items 5 and 6)			
PROJECT DIRECTOR(S):	NAME AND TITLE (Please print)	SIGNATURE	DATE
INSTITUTIONAL VP FOR FINANCE OR AUTHORIZED OFFICER:	NAME AND TITLE (Please print)	SIGNATURE	DATE

# CBHE Improving Teacher Quality State Grants

## Instructions for Budget Justification

The **Budget Justification** is an attachment to the Budget Summary. It should include a concise explanation of each budget item as well as any necessary calculations.

### 1. PERSONNEL Costs

Explain how the salary amount for each person was derived:

- Provide a calculation of the expected real-time contribution of the person to the project.
- Indicate the salary the person receives as a function of his/her regular appointment. Salaries cannot be drawn at a rate higher than that which the individual would normally receive.

Note: If graduate students are employed as project personnel, they should be paid a fair wage in the same manner as other grant personnel. Graduate educational fees for employees cannot be charged to the grant.

### 2. ADDITIONAL PERSONNEL Costs

As above, explain how the salary amount for each person was derived.

### 3. PARTICIPANT Costs

All items must be listed individually, with per-item cost information. Books and materials are limited to those which will actually be needed during the project. It is expected that materials will be purchased as inexpensively as possible and that reasonable effort will be made to obtain materials as an in-kind donation from business or industry whenever possible.

Participants may receive stipends for professional development participation during summer activities as well as academic-year workshops. The stipend is based on \$10-12 per hour for a maximum of six hours per day of organized activity and presupposes the individual's active participation during any period in which the stipend is earned. Preservice teacher participants may be paid \$9 per hour for active participation. Participants may not receive any stipend for academic-year workshops for which substitute teacher pay has been provided or for a day their school or district normally pays them. Schools and districts may supply additional stipends to participants as matching funds, as part of their commitment to success.

This program is specifically prohibited from buying full classroom sets of materials for participating teachers. School districts are encouraged to provide materials needed for classroom implementation.

If the grant is to pay participant travel to the workshop, reimbursement is allowed at the sponsoring institution's rate per mile, up to \$0.365. Room and board may constitute a reasonable expense.

### 4. ADDITIONAL Costs

**Capital equipment** purchases are not permitted. All other materials purchased are expected to become the property of the participating teachers, rather than being retained by the lead institution. The cost of the **outside evaluator**, including any required travel expenses, should be no more than 10 percent (10%) of the grant proposal budget. **Consultant fees** may not exceed \$250 per day in addition to any reimbursement for travel, food, and lodging. List the number of days and cost per day. Instructors and peer teachers, if used, are not considered to be consultants; they should be listed as personnel. **Necessary travel for project personnel** to conduct project activities may be listed. No other travel expenses are allowed except for the costs of one or two persons traveling to present information about the project at one statewide meeting.

**Matching Funds:** Provide a brief explanation of the matching funds listed on the Budget Summary sheet.

# CBHE Improving Teacher Quality State Grants

## Compliance Audit Checklist

This form, signed by the Authorized Officer of the lead or custodial institution, should be returned with the final request for funds. If "No" is checked for any item, a **full explanation** should be attached to this form.

Lead Institution: \_\_\_\_\_

Partnership Members: \_\_\_\_\_

Project Title: \_\_\_\_\_

- |   | Yes   | No    |
|---|-------|-------|
| 1. A copy of the institution's A-128 or A-133 audit has been submitted directly to the CBHE <i>Improving Teacher Quality State Grants</i> Coordinator for each year in which the Title II grant funds were expended for this project. | _____ | _____ |
| 2. All encumbrances were made after the authorized grant start-date, which was: _____.  | _____ | _____ |
| 3. All encumbrances for materials and supplies were made prior to the authorized grant end-date, which was: _____.  | _____ | _____ |
| 4. All services were completed and paid for prior to the authorized grant end-date.   | _____ | _____ |
| 5. The final request for funds was submitted no later than 30 days after the authorized grant end-date.   | _____ | _____ |
| 6. There is evidence that the CBHE <i>Improving Teacher Quality State Grants</i> funds were used to supplement, and not supplant, nonfederal funds.   | _____ | _____ |
| 7. There is evidence that funds were expended in accordance with the CBHE <i>Improving Teacher Quality State Grants</i> purposes and the approved application.  | _____ | _____ |

\_\_\_\_\_  
Signature of Authorized Officer

\_\_\_\_\_  
Date

\_\_\_\_\_  
Title